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ABSTRACT

Based on the experience of the Mid-Life Career Redirection Center at Chaffey College, this handbook was prepared for community colleges and agencies interested in providing vocational guidance services for adults, the role of community colleges in providing these services, and the types of programs which can meet the developmental and career needs of the adult. A review of literature on adult career and developmental tasks in section 1 makes clear the need for career services for adults. Two reasons for locating these services in the community college are discussed in section 2: (1) prior existence and adaptability of most of the needed services and (2) role of an adult resource center in providing adults with access to resources available at the community college. Section 3 outlines the process of establishing a center including funding, location, counselor selection, integration with existing student services, recruitment, community input, and program development. Programs developed at the Mid-Life Center to meet vocational guidance and psychological/developmental needs are discussed: structured courses in career guidance, identity issues, and interpersonal relationships and also individual counseling. (YLB)

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CAREER DIRECTION AND REDIRECTION FOR ADULTS: A HANDBOOK FOR ESTABLISHING AN ADULT VOCATIONAL GUIDANCE CENTER IN THE COMMUNITY COLLEGE.

A Report of the Mid-Life Career Redirection Center,
Chaffey Community College, Alta Loma, California

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INTRODUCTION

During the academic year 1978-79, the Counseling Department of Chaffey Community College received a grant from the Vocational Educational Administration, Department of Health, Education, and Welfare, to establish a Vocational Guidance Resource Center for Adults. The Mid-Life Career Redirection Center began operation in September 1979. The Mid-Life Center hoped to reach out to adults during times of stress in their lives. Finding a new job or career, going through a divorce, raising children, or questioning the meaning of one's life can be a very painful process. To help adults cope with the issues of mid-life, the Center provided groups and individual counseling for vocational, personal and social problems.

The staff of the Center consisted of both professional and peer counselors who had specialized training in adult development. The Center cooperated with other staff and programs at Chaffey College to help each adult resolve his/her personal issues and develop his/her maximum human potential.

This handbook represents the experience of the Mid-Life Center in its first year of operation; it is an attempt to share with other community colleges and agencies interested in providing vocational guidance services for adults the process and steps necessary to start an adult center. The handbook will examine the need for career direction and redirection for adults, the role of community colleges in providing these services, and the types of programs which can meet the developmental and career needs of the adult. Section I will be a brief review of current literature on adult career and developmental tasks. Section II will discuss the reasons for locating these career services in the community college. Section III will outline the process of setting up a center in a community college, including the important job of recruiting adults, financing the center, and program development.

This handbook represents the efforts of all who were involved in the initiation, planning and delivery of the services and programs of the Mid-Life Center. Andrew Berner and Diane Schuster, the Project Counselor and Consultant, planned and delivered most of the career redirection groups and the guidance classes which were offered through the center. Dr. Martin Gerstein, Executive Dean--Student Services, served as Project Director. Michele Papen-Jordan, Director of Counseling, was also Project Supervisor and wrote the initial grant proposal. Leticia Ceballos Bencomo, Program Assistant, ably assisted with administrative and secretarial services throughout the life of the grant. Doreen Baylus, Director of Guidance Services, provided expertise with publicity, research, and administrative matters. Pauline Castellan, Claudia Anderson, and Bernard Crowe served as peer counselors and also provided research and administrative support. Special consulting services for the preparation of this handbook were provided by the La Verne Center for Education and Therapy, Barbara Acord, Director, and Susan Pribble, research assistant. The various centers of the Counseling Department at Chaffey College--the Advisement Center, Career Center, Womens Center, and Human Services Center--provided invaluable support to the efforts of the Mid-Life Center throughout the academic year.

September 1, 1979

THE NEED FOR CAREER SERVICES FOR ADULTS

Soloman Arbeiter of the Educational Testing Service has stated that at any given time there are 40 million adult Americans who are thinking about changing jobs. According to his research, only 37 percent of these adults are even aware of the existence of vocational guidance services. A majority of the adults Arbeiter studied said that existing guidance services were not "right" for them (1979).

Scholarly literature on adult development has consistently pointed out that during certain periods of the adult life cycle career concerns are a primary issue. Daniel Levinson and his associates (1978) have indentified three time periods when men may be particularly involved in career decisions:

(1) ages 22-28, the period of identifying and establishing a career path;

(2) ages 28-33, the period of changing, modifying, or building a career;

(3) ages 40-45 (Mid-Life Transition), the period in which career decisions are re-evaluated. Roger Gould (1978) has pointed out that adults never reach their full potential, even in their careers, but always move toward it. Gould suggests that adults often question themselves regarding talents or abilities they have which are underdeveloped or underutilized. Gould argues that between ages 35 to 45, adults feel an urgency to attain their life's goals, and this sense of urgency may make careers vulnerable to dissatisfaction. Bernice Neugarten and her associates (1964) believe that middle-aged people perceive their environment as rewarding boldness and risk-taking. They see themselves as having energy to seize the opportunities presented to them by the outer world. Roughly by age 40, according to Neugarten, adults feel an active mastery of the world and can apply that energy to new or continued career concerns. George Vaillant (1977) studied a group of ninety-five men and identified three necessary elements in career development: finding a mentor (ages 20-30); breaking the relationship with a mentor (ages 30-40); dissatisfaction with career accomplishments (ages 40-45).

Whitbourne and Weinstock (1979) have summarized the research literature on adults and career development. They identify four phases of adult development with corresponding career tasks as follows:

Developmental Phase	Career Tasks
Early Adulthood (20-30 years)	1. Exploration, choice, and career commitment 2. Finding a mentor
Middle Adulthood I (30-45 years)	1. Settling into a career 2. Seeking career goals 3. Breaking with mentor
Midlife Crisis (40-50 years)	1. Dissatisfaction with career
Middle Adulthood II (45-60 years)	1. final effort to achieve career security 2. Slowing down of career activity

In addition to the career tasks listed above, McCoy (1978) has summarized the literature to identify other adult developmental tasks. Along with the tasks, she suggests some programmatic responses to those tasks.

Tasks	Program Response
1. Search for meaning.	1. Search for meaning workshops.
2. Reassess marriage.	2. Marriage workshops
3. Reexamine work.	3. Mid-career workshops.
4. Relate to teenage children.	4. Parenting: focus on raising teenage children.
5. Relate to aging parents.	5. Relating to aging parents workshop.
6. Reassess personal priorities	6. Value clarification; goal-setting workshops.
7. Adjust to single life.	7. Living alone, divorce workshops
8. Problem soive.	8. Creative problem solving workshops.
9. Manage stress accompanying change.	9. Stress management, biofeedback, relaxation, TM workshops.

In an analysis of a currently existing career guidance program in a community college, Papen-Jordan (1977) has identified many shortcomings of traditional career services for adults:

1. Prior life and career experiences are not focused upon through career guidance techniques.
2. People over the age of 30 have specific vocational developmental tasks (e.g. withdrawal, discovery, re-entry), which they need to resolve in the process of career choice. These are different from the career tasks of younger adults.
3. Older adults often have a need to place a higher priority on individual time, location and money commitments associated with career counseling than do younger persons.
4. The need to consider physical changes which affect the career options of adults is not addressed in traditional programs.
5. There is a need to consider the psychological dynamics involved in mid-life career redirection, since they are different from those associated with initial career choices.
6. The need to consider role changes, such as those associated with children leaving home or other family upheaval, and un-employment after long periods of stability due to technological change are only peripherally addressed through present traditional programs.
7. Current programs do not sufficiently acknowledge the specific career concerns of the female in mid-life career transition.
8. At present, career counseling services are predominantly oriented to "in school" individuals, with no recruitment effort directed toward serving the "out-of-school" person at mid-life.

A survey of adult career guidance programs was conducted by the American Institute for Research (AIR) in 1974. This study identified 752 programs in adult guidance, surveyed 460 programs and selected 79 exemplary programs as models for adult guidance. AIR found that at the present time, the adult population is served primarily in two ways: (A) individual counseling which may include the administration and interpretation of a variety of traditional interest, aptitude, and personality instruments;

(B) enrollment in credit courses of traditional length, designed to assist the student in the process of formulating career objectives. These courses include instruction in the use of career information and job-seeking skills, such as interviewing, resume writing, and job search techniques. Some special supportive services are available for women, handicapped persons, incarcerated individuals, and dis-advantaged students; however, these services are not typically available to the general adult population. The AIR study identified eight major goals in model programs:

1. Encourage personal growth.
2. Teach survival or coping skills.
3. Teach career decision-making skills.
4. Provide information on how to enter or re-enter educational institutions.
5. Teach job-seeking and maintenance skills.
6. Provide information on how to enter or re-enter job market.
7. Teach vocational skills.
8. Encourage selection of non-traditional careers.

From this brief review, it can be seen that:
a. a large number of adults could profit from guidance services;
b. traditional career guidance programs do not meet the developmental needs of adults;
c. new career guidance techniques and programs for adults need to be developed; and
d. career guidance programs for adults should address developmental as well as career issues.

THE COMMUNITY COLLEGE: A VOCATIONAL RESOURCE CENTER FOR ADULTS

Most community colleges in the State of California already provide traditional vocational guidance services to their students. These services can be adapted to address the particular career and developmental issues of adults. The California community colleges have a long-established philosophy and commitment to provide for the educational needs of the local community. By making the appropriate and necessary changes in the delivery of career services, the community colleges could begin to establish themselves as vocational resource centers for adults residing in their service areas, and may, in the process, help the college to maintain or increase existing levels of student enrollment.

In 1971, the Carnegie Commission on Higher Education published *"Less Time, More Options,"* a report in which the Commission strongly recommended that higher education become more accessible to "all those who wish to study part-time, or return to study later in life, particularly women and older persons" (Carnegie Commission, 1971, p.2). In its report, the Commission acknowledged the growing body of literature which proposes that education and formal learning are potentially life-long processes. In fact, the broader concept of continuing education (sometimes called life-long learning or life-span education) is becoming the educational philosophy of many institutions. The University of California, for instance, supports a wide variety of programs for adults through its nine-campus Extension Division. The California community colleges provide a variety of innovative services ranging from child-care and early childhood education to mid-life and senior citizen programs.

In an article entitled "Human Development Over the Life Span through Education," Birren and Woodruff (1973) present a strong argument for the application of a life-span developmental approach to the conception, planning, and implementation of all educational programs. The authors believe that a life-span approach is essential if educators are to respond effectively to new educational needs arising from a variety of social, historical, and economic changes and generational differences.

Perhaps the most significant major social change is the increasing age of the population. Factors such as a low birthrate, decreased immigration, and a decline in the death rate increase the percentage of older persons in the population. The community colleges can respond by providing opportunities for relearning or learning new skills and "life-skills" which enhance an individual's social and psychological life.

Predictions have been made that the 1980's will be a period in which there will be a decline in the enrollment of the traditional age (18 - 25) student population in the community colleges. Some faculty and administrators are pondering the very serious question of how to keep enrollments from dropping below currently established levels. Many are beginning to look to a new student population consisting of adults between the ages of 25 and 50 who will come to take classes for reasons different from the traditional group of students.

Before adults return to take classes, however, they may need to have some sense of direction and purpose for their academic pursuits. This is where providing career services can become an effective means of recruiting students into the academic and vocational programs which already exist in the community colleges.

The adult vocational resource center could serve as an effective bridge between adults in the community and the resources available to them in the community college. By first helping adults to work through the career decision-making process, the vocational resource center may then assist them in entering academic and vocational programs which will help them to achieve their career goals. The vocational resource center can also orient students to other types of services which can help them to attend college, such as financial aid, child care, health insurance, and job placement.

SETTING UP AN ADULT VOCATIONAL RESOURCE CENTER

Funding

Perhaps the most important issue in setting up an adult vocational resource center is the question of funding. In the post-Proposition 13 era of reduced money available to the community colleges, the question of who will pay to finance an adult center is critical.

The first place to look for special funds is within the community college itself. Some community colleges may have funds available for innovative programs. Since the adult resource center is also a potentially strong vehicle for recruiting adults into the regular student body, college administrators may wish to give careful consideration to the potential benefits to the institution as a whole in setting aside funds to develop a career counseling program for adults. A second source of funding worth investigation is the vocational guidance and counseling grants available through the State Department of Education and the Office of the Chancellor of the California Community Colleges. Special grants may also be available through the Office of Vocational Education, Department of Health, Education and Welfare. Another source of funding, which is often not considered by the community colleges, is the private foundations. There are many small foundations which consider funding projects only in their particular geographic area. These are usually family foundations and trust funds set up by more affluent members of local communities, and they should not be overlooked as a means of financing an adult resource center. In considering potential sources of funds, the counselor should work closely with the appropriate administrative officials within his or her own community college. Without strong administrative support, the chance of getting an adult center started is very slight.

Location of the Resource Center

The best location for an adult resource center is in that section of the college which already provides career guidance services. In most community colleges, career guidance is under the direction of the student services division and is usually handled by the counseling department. The existing career guidance services should be used as the core of the adult program. Standardized vocational testing instruments (Strong/Campbell Vocational Interest Blank, Career Assessment Inventory, Myers/Briggs Personality Inventory) may be readily adapted to the counseling needs of adults. Many schools already have group guidance classes which help students explore the career decision-making process. Special sections of these courses can be designed to address the specific vocational needs of adults. The question of how to adapt existing student services for adults will be discussed in following sections.

Designating an Adult Resource Center Counselor

The critical element in the success of a career guidance program for adults is the designation of a counselor who is specifically trained in the theory and methods of counseling adults. Counselors, as presently trained, have not received adequate preparation to deal with all the needs of adults. Most research on adult development is of very recent origin and few courses are offered in counseling training programs which give counselors some exposure to the general issues of adults at mid-life. The literature on career redirection for adults is even less widely known to the majority of counselors. Even if counselors were to become skilled in the delivery of career and other counseling services to adults, there will never be enough counselors with advanced degrees to meet this need if Arbeiter's figure of 40 million adults is correct.

Recognizing that counselors are not currently trained in the theories and techniques of adult development, it is still possible to gain a quick acquaintance with the literature on adult development. Beginning with the publication in 1976 of Gail Sheehy's best-seller, "*Passages*," there is currently available a wide variety of professional and popular reading material. In addition to the scholarly studies mentioned in the first section of this handbook, counselors interested in adult development may wish to consult the *Vocational Guidance Quarterly*, whose June 1977 issue was entirely devoted to mid-life career change. The articles in this issue present a broad spectrum of essays representing many facets of the career counseling process for adults. Counselors may also wish to consult the bibliography at the end of this handbook which represents much of the theoretical and research material available in the field of adult development. Besides these readings, workshops on counseling adults are being presented at the annual conventions of such professional organizations as the American Personnel and Guidance Association and the National Vocational Guidance Association. Counselors interested in working with adults should have no difficulty locating reading material and opportunities for obtaining training in counseling adults.

Integrating the Adult Center with Existing Student Services

In establishing an adult vocational resource center in a community college, an important principle to keep in mind is that the center should be integrated with existing student services programs. The counselor in charge of the adult center should work as closely as possible with the other counseling services such as academic advisement, personal/social counseling and the already established career guidance services. Developing practical liasons with the admissions, records, and financial aid offices is important for the success of an adult program. The counselor in charge of the adult center may quickly find that there are already people in these other areas of student services who have both an interest and some expertise in working with the more mature adult student. Such personnel are often found in the evening divisions of community colleges. These divisions may have worked with adult students for a number of years, but the personnel involved may lack the awareness that adult students have particular needs which are different from those of the traditional age student population.

It is strongly recommended that the counselor in charge of the adult center spend some time conducting orientation sessions for all members of the student services staff. It is important not only that the counselor help the other student personnel workers to understand the particular needs of adult students, but also that the counselor be thoroughly aware of what student services are available for adults. If time and resources permit, the adult center counselor might consider conducting an in-service staff development workshop on the topic of adult development or mid-life career change issues. Many professionals and staff members who work in community colleges may themselves be grappling with change in their own lives and a workshop on adult issues could help them become aware of their own needs as well as the needs of the adult students whom they serve.

Recruiting Strategies

Based on the experience of the Mid-Life Center, several successful recruiting strategies were identified. The most effective means of reaching adults in the community is through the local newspapers. A second source of letting the public know about adult career services is the schedule of classes of the college.

Another effective means of recruiting adults is through the faculty and staff at the college. The least productive way of reaching potential clients is through existing social and community service agencies.

Newspapers want to publish news; they do not want to give away free advertising. This fact needs to be kept in mind when press releases are being prepared. Press releases should emphasize the public service aspect of the vocational guidance program. In addition to sending out press releases, it is very helpful to call the paper and speak to one of the editors. The family editor, the person in charge of the women's section, and the current events editor are all potential sources for getting announcements published in local newspapers. The Mid-Life Center found that the newspapers were more interesed in special event types of programs rather than ongoing classes. The largest amount of newspaper space which the Mid-Life Center was given came as a result of sponsoring a one-day workshop entitled "Crisis at Mid-Life." The workshop included sections on "The Male Mid-Life Crisis," "Assertion Training for Women," "Values Clarification for Adults," "Coping with Being Single," and "Career Redirection." The newspaper also responded favorably to publicizing one-time lectures offered for two-hours in the evenings. Topics covered included, "Understanding Adulthood," "Adjusting to Divorce and Separation," "Time Management," and "Coping with Mastectomy and Hysterectomy." The college also offered the Guidance 510 course, "Adult Development and Learning," through one of the local newspapers. Once a week, for eleven weeks, a lengthy article appeared in the paper discussing some topic in adult development. Newspaper readers could receive four academic units of credit by turning in written assignments and taking a final comprehensive examination on the content of the course. Seventy-five people registered for this newspaper course and forty-two of them successfully completed it. Many of the readers of these newspaper articles phoned in for further information about the career and other counseling services available through the Mid-Life Center.

In the Spring Quarter, the Mid-Life Center was given a full page in the college schedule of classes. The schedule is mailed out to all registered voters in the community college district.

The display page in the schedule of classes may have reached as many as 35,000 households. A significant number of telephone inquiries came about as a result of this display page in the schedule of classes. The lecture series was also advertised in the schedule of offerings sent out by the Community Services division of the college. The Community Services division is responsible for non-credit, short-term programs sponsored by the college. The Community Service Bulletin was mailed out to over 8,000 individuals.

In a previous section, the importance of integrating the adult resource center with existing student service programs was discussed. In addition to this integration being necessary for the effective functioning of the adult center, it also serves as a recruiting technique. Other staff members in the college will refer adults to the center if they are aware of the services which the center provides. The counselor in charge of the center will also find that giving guest lectures in psychology and other social science classes, particularly those offered in the evening program, will also help to recruit adults.

At the beginning of the school year, the Mid-Life Center identified all the mental health, social service agencies, and churches in the community served by the college. Letters and brochures were mailed to all these organizations informing them of the vocational guidance services available to adults. In addition, staff members made personal visits to many of these agencies and gave presentations on the programs offered by the Mid-Life Center. This proved to be the least effective means of recruiting adults for the program. By the end of the year, it was found that only a minimum number of referrals had been made by these organizations.

Community Input: Setting up an Advisory Board

The grant proposal which provided funding for the Mid-Life Center required that the center establish a cadre of experts in business, industry, the professions, and other occupations who would conduct seminars and lectures on such topics as employment, planning for change, adjusting to mid-life job change and family seminars. This group was also to serve as an ad hoc advisory board to the program.

During the course of the year, the staff of the Mid-Life Center found that there was insufficient time to work with the community advisory board and implement this objective. However, the members of the board proved to be enthusiastic supporters of the vocational guidance program. Since all of the members of the advisory board were active in civic, business, and professional organizations, they informed their respective organizations about the existence of the Mid-Life Center. If staff time had been available to coordinate more activities, the advisory board could have developed both as a valuable pool of resource persons and as effective recruiters for the center. The most direct service which the board members provided was to talk to adults referred to them by the center about a job in the business or profession in which they were themselves involved.

CAREER AND DEVELOPMENTAL PROGRAMS FOR ADULTS

Based on the developmental model which was presented earlier in this handbook, staff of the Mid-Life Center tried to set up an ongoing program which would meet not only the vocational guidance needs of adults, but also psychological/developmental needs. The core of the program consisted of the career redirection workshops. The psychological issues which were addressed fell under the broad categories of identity issues and interpersonal relationships. It was quickly found that while the courses might be based around a particular topic, such as career redirection, the adults who came to take these courses were often grappling with a variety of problems well beyond the immediate scope of the particular course of workshop. The single most important issue for nearly all of the adults who came to the Mid-Life Center was identity. All of the programs offered attempted to respond by helping them find answers to the fundamental issue of self-identity. The following courses were offered through the Mid-Life Center in 1978-79:

Career Guidance

Mid-Life Career Redirection Workshops - A systematic approach to decision-making which will teach participants how to identify competencies, talents and interests, how to gather information about job and career opportunities (paid or unpaid) and how to develop strategies for "redirecting." Class time will be divided between lectures, learning exercises and small group discussion. (Guidance 70)

Identity Issues

Values Clarification and Goal Setting - People do not stop their psychological and social development when they reach adulthood. There are continuing needs to evaluate and redefine our goals throughout our lives. Goals cannot always be clearly defined unless we are aware of our explicit and implicit value systems. Participants will spend each week taking a look at their own personal value systems, learn a simple and effective method for setting goals consistent with their values, and have a chance to set simple goals and accomplish them during the course. (Guidance 50)

Exploring Male/Female Sex Roles - Perhaps no area of change affects as many people or threatens as many varied relationships as basic assumptions about sex roles. Many activities within the home and on the job are losing their sex typing. This course will attempt to help participants increase their own awareness of sex role stereotyping in their daily lives. Participants will have a chance to examine their own beliefs, values and attitudes about sex roles through a series of lectures, discussions and structured exercises. Participants will have a chance to work out and decide for themselves how they want to define their own femininity and masculinity in their daily existence. (Guidance 50)

Adult Devlopment and Learning - The focus of this course is the study of adult development and learning in a form useful to people who help adults adapt, learn and grow. This class will address a variety of questions important to those who work or wish to work with adults:

--How do adults function in the family, at work in the community, and at school?
--What personality change and growth goes on during the adult years?
--What are the physical changes which occur during adulthood?
--How well can (and do) adults develop new skills and learn ideas?
--How do all of these factors work together in shaping an adult's life?
--What are the most important theories about adult development?

Students will also learn to recognize effective and ineffective patterns of coping and adjustment during the adult years. The course will include regular classroom lectures, small group discussions, structured exercises for experiential learning, and a chance to practice research skills and work with adults outside of the classroom. (Guidance 510)

Interpersonal Relationships

Assertiveness Training - Assertiveness training is designed to teach the personal skills needed to overcome passivity by expressing one's neds and opinions clearly and directly, saying"no" without feeling guilty, learning to handle anger constructively, dealing effectively with compliments and criticism, and building a strong sense of personal power and self-esteem. (Guidance 50)

Adjusting to Divorce and Separation - Recent research suggests that divorce or separation may be one of the most traumatic experiences in an adult's life. This seminar is designed to explore the psychological, social and personal dimensions of the separation experience, and the process which the divorced person must go through in order to adjust. The seminar will consist of some lecture and written material, as well as experiential participation and learning by the participants. (Guidance 50)

Adult Sexual Issues - Although most of claim that sex is a very personal subject, we live in a sex-saturated environment where sex is the latest news item or motive for buying a product. In this seminar students explore where they stand in the midst of a sexual world. (Guidance 50)

Understanding Sexual Conflict - Sex evokes both very positive and very negative feelings. This seminar, conducted within a personally respectful environment, explores the roots of those feelings and how people may go about changing the feeling or becoming more comfortable with them. (Guidance 50)

In addition to these structured classes, participants in the Mid-Life Center Program could also request individual counseling sessions on a regular basis. Although the Mid-Life Center did not offer long-term individual counseling, the short term, one-to-one sessions were extremely helpful to many individuals in clarifying personal questions which came up in group discussions. These sessions were also important ways in which counselors could asess particular individuals' needs and make appropriate referrals to both on-campus servics (e.g., child care, financial aid, personal counseling) as well as to outside agencies (e.g., psychiatric clinics, public assistance, and legal services).

The program was not able to meet the huge variety of individual issues and problems which were presented by the adults who came for vocational services. Counselors who worked in the program quickly discovered that they needed to be prepared to deal with almost as many issues as there were people in the program. Thus the counselors were required not only to have competent vocational guidance skills, but also to have the personal skills necessary to deal with the client until an appropriate referral could be made. The counselors were really required to be both specialists in adult development and career guidance as well as generalists in academic, personal and social counseling.

PROGRAM EVALUATION

The effectiveness of any counseling program needs to be evaluated on a regular basis. In setting up an adult vocational resource center, program evaluations should be built in from the beginning of the project.

Evaluation strategy should include such methods as pre-and post-testing of clients, workshop and course evaluations conducted by students, and staff consultation on a regular basis with the program evaluator. If an outside evaluator cannot be provided, then program staff members should consider an in-house, ongoing evaluation as an important part of their regular duties.

The Mid-Life Center conducted a fairly extensive program evaluation throughout the year. A battery of standardized instruments were administered to all adults who participated in the career redirection workshops on a pre-and post-test basis. The instruments used were the Tennessee Self-Concept Scale, the Beck Depression Scale, and the Career Development Inventory. Each participant was also asked to work out an Individual vocational Plan which listed the participant's prior work experience, job skills, career interests, values, and projected career goals. The plan also included a step-by-step description of how the individual planned to achieve his/her career goals. As part of the career workshop, the Career Assessment Inventory was administered and interpreted.

The Individualized Vocational Plan (IVP) as originally designed by the staff proved to be an unwieldy instrument. Too much time was required to fill it out during regular group sessions. A shorter, more concise form which identifies clients' skills, strengths, values and goals is highly desirable.

Two of the three evaluation instruments were satisfactory. The Beck Depression Scale is a quick-scoring, two-page instrument which enabled staff readily to identify clients in a state of serious depression so that individual counseling or outside referral could be provided. The Tennessee Self-Concept Scale was satisfactory as a measurment of increasing self-esteem in clients as a result of their program participation. It was not directly useful to clients in terms of direct feedback provided to them.

The Career Development Inventory was unsatisfactory since clients found it quite difficult to understand its 120 items. The instrument proved most difficult to answer for clients who were unemployed at the time of entry into the program, since it assumes that respondents are on a career "ladder." No satisfactory measure of career development designed for adults has yet been identified by the staff.

SUMMARY AND CONCLUSIONS

This handbook was prepared to share the experience of the Mid-Life Career Redirection Center at Chaffey College with other community colleges. It is clear both from the research literature and from the practical experience of career counselors that adults need and will use vocational guidance services if they are presented in a way that responds to the felt needs of adults. This means that the adult resource center must not only provide traditional career guidance counseling, but must also consider such developmental needs of adults as values clarification, goal setting and time management, marriage and/or divorce counseling, parent effectiveness training, sex education for adults, and stress reduction and management.

The operation of a comprehensive center for adults requires specially trained personnel with expertise both in career and in personal/social/group counseling techniques. Counselors interested in working with adults should be familiar with the literature presented at the end of this handbook, and should consider taking courses or attending workshops on the topic of adult development and learning. The community college is the most appropriate institution to provide guidance and counseling service for adults since most of these services already exist in the community college and can be readily adapted to meet the particular needs of adults. Having an adult resource center at the community college not only creates a new resource for the community, it may also help the community college to enroll a new type of student-the mid-life adult. Before these adults can be successfully integrated into the regular academic and vocational programs at the college however, they must make some initial contact with the institution, and the adult resource center is clearly the best source of access for them to the other resouces available at the community college.

The way in which to obtain funding for an adult resource center is still problematic. Institutions interested in starting a center should look both internally and externally for funds, especially through public and private grant sources. Although the need for adult services is great, these services are not high on any government or private agency funding priority lists; they will have to be convinced of the usefulness of special services for adults.

The adult resource center should be fully integrated with all existing student service programs in the college. The adult center should act as a point of entry for adults, but should also serve as a kind of "switchboard" function-"plugging" adults into the other programs and services available at the community college. The adult resource center can also serve as a resource to the college community itself, helping faculty and staff as well as students look at the important issues which face adults during their lives. Programs can be designed specifically for staff that serve the two-fold function of helping staff in their work with adults as well as learning about their own needs as adults. One-day conferences, one-evening lectures, and special short workshops can serve as recruiting tools, in-service education for staff and faculty, and adjunct programs to the longer courses and workshops which are the core elements of the adult resource center program.

The adult resource center can be a valuable addition to the community college. If the program is implemented according to the model of meeting developmental as well as vocational needs of adults, the resource center can provide a much needed service to both the campus and the community.

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